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ABSTRACT

If the nation and world community are to control population growth, better manage finite resources, provide adequate quantities of food and water, improve the quality of the atmosphere, and prevent further extinction of plant and animal species, then a program to educate a generation of quality environment-oriented people must be initiated. Unnatural environmental manipulations by humans have produced catastrophic ecological results. Humans must redefine priorities and reorder their lives. The educational enterprise must develop programs which introduce people to local, regional, national, and global environments, both natural and social. Goals of several organizations, such as the 1976 UNESCO/Alliance for Education Project and the "Four Freedoms," which guarantee the quality of lifespace environments, are included. The Student Awareness of Global Environments (SAGE) matrix is outlined and the three main areas of environmental degradation--pollution, depletion of resources, and disturbance of the natural condition--are presented, and a future scenario (if the situation is allowed to continue) is discussed. The final section describes curriculum infusion and classroom strategies for global environmental education. An extensive nine-item appendix includes an update on the management of natural resources throughout the world, plus specific examples of programs and organizations involved in this. (CBC)

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HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

# A CHRONICLE OF GLOBAL ENVIRONMENTAL EDUCATION CONCEPT DEVELOPMENT IN THE SOCIAL STUDIES CURRICULUM: 1970-1985

Richard Peters, Ed.D.
GLOBAL HORIZONS

November 1986

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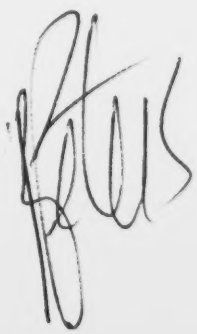
## PREFACE

The decade of the 70s was a turbulent time at home and throughout the world; a turbulance that has carried over into the 80s.

As newly emerging nations scurried about trying to find their rightful place-in-the-sun, and as the SUPER POWERS parried to dominate the hearts and minds of the global masses, a few individuals and a scattered number of concerned groups focused public attention on the need to stop destroying our common home: earth!

This interpretative history is based upon the actions and writings of but-a-few of the countless numbers of individuals and groups which had a pronounced effect on contemporary attitudes and values re stewardship for nature and the collective global lifespace.



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Port Charlotte, Florida
November 1986

LOOKING AHEAD

The world in 2000 will be different from the world today in important ways.

In its Global 2000 Report to the President (1980), the Council On Environmental Quality stated that if we, as a nation and as a world community, are to control population growth, better manage finite resources, provide adequate quantities of food and water to billions, improve the quality of the atmosphere, and prevent the further extinction of plant and animal species - then we must begin to educate a generation of quality environment - oriented people.

The 80s was a time of new concepts and new directions when it came to global environmental stewardship. This writer, for one, wrote about cooperative living habitats (interaction between natural/social environments), global linkage (natural/social and social/social environment interdependency), and interlocking dependency.

LOOKING BACK

Children should stop looking at the world as a conglomeration of independent things. (Udall, 1970)

The fate of some of us is quickly becoming the fate of all of us. What one nation does impinges increasingly upon other nations. The day when THEY CAN DO THEIR THING AND WE CAN DO OURS is almost passed. (Marker, 1976)

Biologically, we are involved in a global society because we are members of a single, common species of life, and hence we share with all humanity many commonalities. Ecologically, we are involved in the world system because we are a part of the earth's biosphere, and hence, inescapably linked to our planet's material and energetic structure. Culturally, we are involved in a global society because we are enmeshed in the human created environment we call culture; and in the modern world human culture has become a global environment. (Anderson, 1977)

Man has not yet found a creative role in the world. We are in an environmental crisis because the means by which we use the ecosphere to produce wealth are destructive of the ecosphere itself. Man has behaved like a vandal despoiling a storehouse. The environment includes not only humans but all other organisms and physical processes too. Man must learn to adapt himself, in part,

to the environment. Nothing can survive on the planet unless it is a cooperative part of a larger, global whole. (Commoner/McHarg, 1971)

Man and his values are the core of the environmental crisis. (Anderson, 1972) Earth is limited in both resources and tolerance for stress; destructive behaviors ultimately feed back upon and destroy their source - parts can be sacrificed only at great peril. (McInnis, 1972)

In the past, man had science to control nature. Today, and in the future, the whole human experiment may hang on the question of how fast we now press the development of science for survival. We have a growing awareness of the problems that our pursuit of higher material standards-of-living are gradually producing. (Gideonse, 1970)

Unnatural environmental manipulations, by man, have produced catastrophic effects. With great inventive genius, humans have built novel and unnatural environments and lifestyles for themselves with little concern for the ecological complex of which they are but a small part. (Sager, 1971)

The **NATIONAL OCEANIC AND ATMOSPHERIC AGENCY** (NOAA) was created in 1970 to improve man's comprehension, use, and preservation of the oceans' physical environment(s) and their living resources.

> Understanding the oceans: research and exploratory studies to establish a base of knowledge about oceanic life;

> Using the oceans: assessment of marine resources and their distribution;
>
> Preserving the oceanic environment: development of technologies, equipment, and management techniques to prevent and reduce damage to biological environments ...

became the primary goals of NOAA. (Morton, 1971)

In 1972, the UNITED NATIONS ENVIRONMENT PROGRAMME was established, at the Stockholm Conference, to coordinate global efforts and to mobilize resources to meet global problems.

Human beings are but one creation in the totality of nature. Their significance in the scheme-of-things is largely dependent upon their abilities to adapt and to develop intellectually and physically as well as to wisely manipulate and utilize their natural and social surroundings. It is only recently that man has begun to realize that his actions have led to pollution of the air that we breathe and the water that we drink, the destruction of natural geographical phenomena, and the uncontrolled increase in human population. Humans have begun to realize that they cannot survive on the face of the earth - alone! (Peters, 1976)

If we are to ameliorate the environmental crises which confront us, if we are to help restore an ecological peace on earth, if our concerns are now to turn from quantity to quality of life, then we must redefine our priorities and reorder our lives. The well-being of earth transcends national interests. We are all interdependent, and each of us has a stake in what everyone else is doing. We are all affected by each other's actions. We must have international standards and controls to apply to all nations to prevent any further violence to the ecology of our planet. (Austin, 1972)

The care, development, and use of the total resources of our world have been entrusted to the people - not just to governments. The way(s) in which this responsibility is recognized and accepted depends largely upon the ability of the educational enterprise to develop programs which introduce people to/inform people about local/regional/national/global environments; natural and social.

GLOBAL ENVIRONMENTAL EDUCATION GOALS/OBJECTIVES

In 1976, UNESCO and the Alliance for Environmental Education established goals for learners:

> Develop a sense of responsibility for living things that are different and dependent upon mankind for survival;
>
> increase knowledge of natural environments;
>
> better understand the impact of humans on environments;
>
> develop conscious conservation and management of finite resources attitudes;
>
> identify environmental problems and work toward the ultimate solution of these problems;
>
> develop understandings of ecological relationships.

Environmental problems do not stop at national boundries. There is a need for the peoples of the world to (think and...) act, collectively, in order

to solve common problems of common concern. (NCSS, 1980)

Global environmental education programs should strive to create a climate of ONENESS; an awareness of and social responsibility for Mother Earth as a totality. The world is but one great ecosystem made up of several interrelated and interacting parts which work together in such a manner that change in one part affects all other parts - and the whole. (Peters, 1978)

A global perspective of the quality of lifespace environments should be based on FOUR FREEDOMS:

> The freedom of everyone, everywhere, to participate in recreational activities and to enjoy clean environments;
>
> the freedom to survive, as individuals and as a species, within natural and social environments;
>
> the freedom of self-determination as a species - to plan the future by protecting the environment today;
>
> the freedom from want - ample clean air and water, adequate quantities of food, and sufficient living space.
>
> (Peters, 1976)

We live in a world that is increasingly anarchical, unpredictable, and not of American choosing or of America's imagination. (Secor, 1980)

The traditional view of the world is being replaced with a focus on the role of the individual in a world system. Competent citizenship in today's world requires that individuals see themselves and the groups to which they belong as participants in an interrelated world.

Each individual and nation is part of an intricate weave of beliefs, customs, patterns, and actions. We are linked geographically, politically, religiously, socially, and in countless other ways. Progress toward the solutions to complex problems and issues is enhanced through cultural awareness and understanding, the international exchange of ideas and information, and actions that represent holisitc thinking. We need to see the world in its global context. (Stapp, 1981)

Technological advances; increased trade, tourism and cultural exchanges; environmental concerns, competition for markets and scarce resources; and the continuing arms race are drawing nations and peoples into increasingly complex relationships. The National Council for the Social Studies (1980) continued its statement with the view that increased human interactions across

national and continental boundries increase the potential for both cooperation and conflict. The day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by our growing international, cross-cultural links. Human life has been globalized to the point where we must alter the ways we have commonly viewed ourselves and others. Globalization has progressed to the point where each of us is constantly touched by interactions within the global system. A global perspective should permeate the total spectrum of social studies goals, offerings, materials, and instructional strategies. (NCSS, 1980)

NOTE: In 1984, this writer introduced the SAGE (Student Awareness of Global Environments) cross culture matrix as an instructional tool for affecting student awareness/understanding re diverse natural and social environments - on a global scale.

Using the matrix strategy, each student is assigned a culture to research re given culture traits (#s 1-9). In this way, each student becomes a researching social scientist as he/she brings togeth r learned concepts/ knowledge/skills and applies this understanding to defined tasks.

CULTURE TRAITS

| DIVERSE CULTURES | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| A | | | | | | | | | |
| B | | | | | | | | | |
| C | | | | | | | | | |
| D | | | | | | | | | |

(1) Behavior(s)
(2) Communication
(3) Customs
(4) Dress/Food/Shelter
(5) Geography/Topography
(6) Institutions
(7) Social Roles/Status
(8) Technology/Tools
(9) Values

By infusing elements of environmental education and global studies into social studies curricula, students can be introduced to environmental issues and problems of global concern and magnitude. An eco/social studies perception of the world as being a living laboratory means that community resources are directly related to/ incorporated into the process of formal education. (Peters, 1982)

In 1982, WORLD ENVIRONMENT DAY signaled the urgent need for all nations to cooperatively plan and work to maintain a worldwide ecological balance.

Minnesota's Task Force On Contemporary World Studies (1982) identified six primary goals of global programs. Among the global education goals for learners are:

> understanding the world as a series of emerging interdependent systems;
>
> developing effective working relationships with others;
>
> understanding emerging global trends.

When we recognize that this one earth is the habitat shared by people and other living things all over the planet, we begin to see things differently. To the extent that people recognize their condition and interrelatedness with all other people on this planet - we will be more-likely to work to maintain the health of the planet over time. Charles (1984) emphasized the development of earth-based programs where social studies concepts and skills are developed and reinforced within an understanding of earth as a living home.

A goal of Western Carolina University's Center for Environmental/Energy Education is to develop learner understanding of the global interrelationships of eco-

logical, economic, and cultural systems.

Scientists and scholars attending the GLOBAL POSSIBLE conference (Washington, D.C. 1984) called for concerted international action to protect the global environment and the biological systems that support human life. Conference delegates called for international mobilization to deal with population growth, poverty, pollution, energy, and the erosion of the planet's renewable resource base; the forests, fisheries, agricultural lands, wildlife, and biological diversity.

Most major environmental problems are caused by 20th Century technology. People use the products of technology and are the cause of contemporary environmental problems. Turk (1980) defined environmental degradation as any action that makes the environment less fit for human life, and identified three main categories of degradation:

> pollution. the contamination of the environment by the introduction of impurities;
>
> depletion of resources. exploitation and overuse of nature's finite and

renewable resources;

<u>disturbance of the natural condition</u>. an upsetting of nature's scheme and cycles as a result of human action.

By developing a perspective of WHAT WE ARE; humans as part of nature's scheme, and WHERE WE ARE; humans as inhabitants of nature's global lifespace, the individual learner begins to better understand WHO WE ARE; a species with the potential to improve or destroy all that is our collective existence. (Peters, 1985)

THE FUTURE?

As projected by the Council On Environmental Quality, the most serious environmental development by the year 2000 will be an acceleration in the deterioration of the environment and loss of the resources essential for agriculture ... due to the use of modern technological methods and processes. This serious environmental development will include soil erosion, loss of nutrients, increasing salinization of both irrigated land and water used for irrigation, loss of high quality cropland to urban development, crop damage due to increasing air and water pollution, extinction of local and wild crop strains needed by plant breeders for improving cultivated varieties, and more frequent/more severe regional water shortages - especially where energy and industrial development compete for water supplies, or where forest losses are heavy and the earth can no longer absorb/store/regulate the discharge of water. Water pollution in less-developed countries is expected to worsen as the urban population soars and industry expands. Air quality is likely to worsen as increased amounts of fossil fuels, especially coal, are burned. The risk of radioactive contamination of the environment, due to nuclear power reactor accidents, will be increased as will the potential for proliferation of nuclear weapons. Pollution by salts, acid rain, pesticides, and other toxic chemicals are profoundly affecting freshwater ecosystems throughout the world.

## CURRICULUM INFUSION STRATEGIES

While we agree that global environmental education is a noble endeavor, the question arises, how do we fit it into an already overcrowded (social studies) curriculum ?

In recent years, the typical social studies curriculum has added, among other subjects/topics, global studies, law-related education, peace education, and women's studies - for purposes of enriching student awareness and comprehension re contemporary issues/ movements.

Certainly, global environmental education relates to contemporary issues of importance to all of earth's inhabitants. For example, in October 1986, the National Science Foundation-sponsored NATIONAL OZONE EXPEDITION reported on ozone depletion in the atmosphere above Antarctica. The thin blanket of ozone in the stratosphere is earth's primary barrier from dangerous amounts of ultraviolet radiation from the sun. Increased ultraviolet sunlight reaching earth's surface could lead to increased cases of skin cancer and have an adverse effect on plants and marine life, as well as to the increased warming of the atmosphere.

Where, in the social studies curriculum, can global environmental education lessons/units/courses be added

without taking instructional time away from the BASICS; history, geography, and government ? The answer, fuse concepts/content knowledge/skills into these, and other, established courses-of-study.

This infusion process will require time and staff training. There is no short cut to planning/preperation/execution/evaluation.

1. A review of global environmental education. What is it ? What does it purport to do ? How can it enrich student learning ? ETC.

2. Establishment of local instructional goals/objectives for activities and student learning.

3. Teacher inservice training. K-12 staff interaction with consultants/experts from the sciences and social studies re content/structure/strategies.

4. Identification of instructional materials including audiovisuals, community resources (people/places), literature and other print materials, and lifespace phenomena.

5. Visitations to/familiarity with existing programs (K-12). Following steps 1-4, teachers possess a clear understanding of the character and nature of global environmental education. They can carefully and critically scruntinize program goals/objectives/activities, and ask poignant questions.

6. Design/development of lessons/units/courses. Teacher task force committees (TFCs) design instructional activities related to clearly stated goals and objectives (#2). Assessment items, also.

7. Pilot testing. Lessons/units/courses are introduced on a limited basis and carefully monitored/evaluated.

8. Assessment/revision. Based upon amassed data, decisions are made and necessary changes in goals/objectives/activities/content/personnel are made.

9. Continuation. IF the project is given the 'green light', further monitoring/evaluation/review/revision.

10. Approval to implement. From the pilot testing stage, on a limited scale, to system-wide curriculum infusion. Such a move will require further inservice training. Teachers involved in the initial training phase (#3) can serve as peer instructors and resource consultants.

    The implementation process requires the repetition of steps # 4-6 and 8 as well as on-going inservice training re activities/assessment/materials.

INSTRUCTIONAL STRATEGIES

Each-and-every school system must decide, for itself, the character of its global environmental education program. What 'works' in one system, irregardless of program content/structure, may not be successful in another. Careful assessment of local needs and resources is critical in the process of instructional program development. Mere replication of someone else's success does not guarantee the same degree of success in other situations/systems.

What are some of the instructional strategies that can be used in any/all global environmental education designs?

1. Audiovisuals. Real-life sights and sounds to affect student sensory awareness of natural/social environments on a global scale. Allow for student exposure to far-removed phenomena/situations which cannot be replicated locally.

2. Camping/hiking trips. Overnight and/or day trips into natural environments for purposes of awareness/exposure re lifespace conflicts/issues/problems/situations. Students begin to better understand relationships between the natural environments/social environments found locally/regionally.

3. Field trips. Excursions into the several natural/social environments which surround the individual.

4. Guest speakers. Individuals who have relationships to natural/social environmental conflicts/issues/problems/situations interact with students. Appearances should relate directly to topics studied - and should enhance/enrich instruction.

5. Projects. Classroom and field based activities which directly involve students in hands-on experiences with natural/social environments. Opportunities to work with community resource people, environmental agencies and organizations, and stewardship endeavors.

6. Summer travel. Individual/group exposure to diverse, global environments for purposes of exposure and understanding.

7. Walk-throughs. Short-term interaction with natural/social environment phenomena. Mainly for purposes of initial lifespace exposure.

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## APPENDICES

- UPDATE
- The Concentric Circle Theory
- Conceptual Linkage
- Lifespace Interaction(s)
- Our Common Home: EARTH
- Global Horizons
- HELP: Humans and Environment Learning Program
- GlobeScope issue (January 1986)
- Selected Organizations
- THE PAM PROCESS

## UPDATE

In its inaugural volume; World Resources 1986, the International Institute for Environment and Development and the World Resources Institute state that "the challenges described in this volume will be met only if concerted efforts are made, with some urgency, to change many current policies, to strengthen and multiply successful initiatives that have been taken, and to carefully exploit emerging technologies. Realizing a brighter future will require both energetic initiatives by governments and larger roles for those outside government, including private business, the scientific community, and non-governmental organizations (NGOs)" .

International Institute for Environment and Development, and World Resources Institute. World Resources 1986 ( New York: Basic Books, Inc., 1986)

## AN EMERGING AGENDA

Mankind today has unprecedented wherewithal to determine the future circumstances of the environment - for better and worse.

1. Environmental quality and successful resource management affect human health;

2. The tropical rain forests are an extremely fragile ecosystem. Once damaged - there is an unraveling of the entire ecosystem; interruption of nutrient cycling, loss of soil fertility, extinction of plant and animal species, soil erosion, downstream siltation; and acute fuelwood shortages. The effects ripple through agriculture, energy supply, and water quality;

3. Not long ago, air pollution seemed a relatively well-defined environmental issue. Today, the situation is very different. Emission sources and affected areas may be separated by hundreds, even thousands of miles, so that regulation is no longer a local or even a national matter, but often an international one. The atmosphere itself is no longer seen as simply the passive receptacle of pollution. Now it is understood to be an active participant in an extraordinarily

complex set of chemical and meteorological interactions in which emissions are mixed, transformed, and transported. The continuity of the atmosphere has been further dramatized by the emergence of two global pollution problems: the greenhouse warming, and the depletion of stratospheric ozone - emphasizing the degree to which the atmosphere is a resource shared by, and perhaps someday managed by, the entire planet;

4. With more and more people on the planet, there is a constant search for new cropland. Areas with the greatest need tend to have the least available land. Land not being used generally has problems of soil type, climate, accessibility, or topography that severely limit its potential;

5. The growing world population poses huge challenges to sustainable management of the Earth's natural resources - its forests, soils, fisheries, and terres-

trial species. In many regions, these systems are already showing the signs of heavy human pressure. Yet by the year 2100 the planet's population will likely more than double. There is a need to balance population and the Earth's resource base - its carrying capacity;

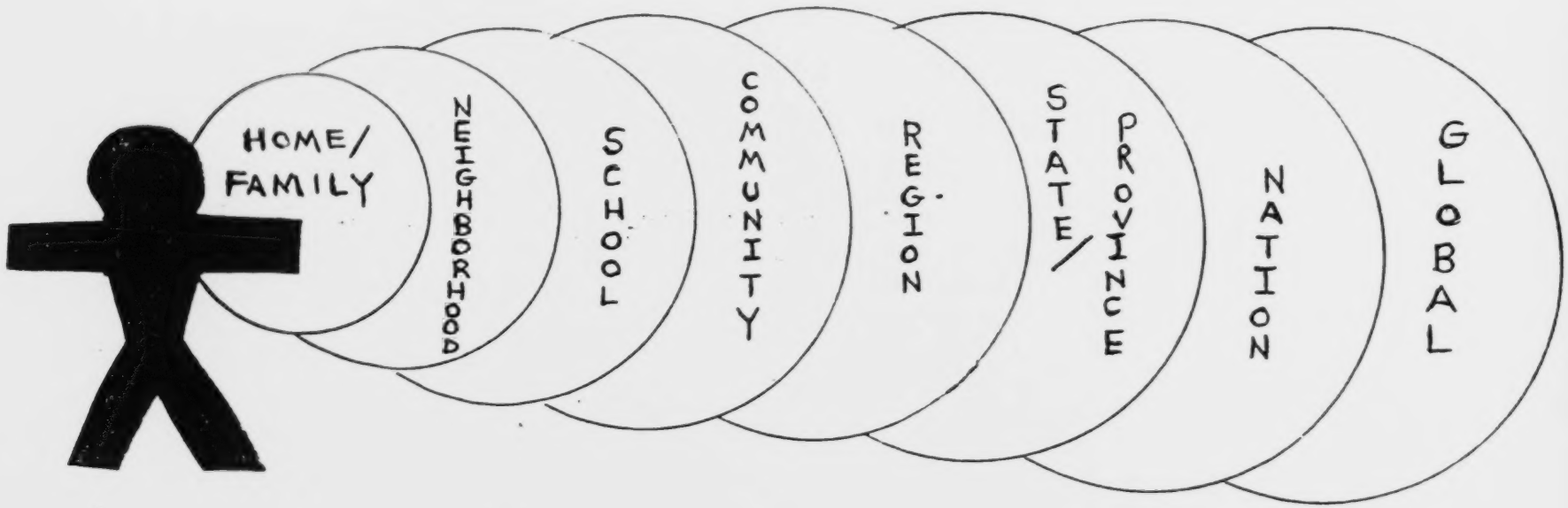
6. In many regions of the Third World, the relative poverty of rural life and the concentration of employment opportunities in the urban centers have spurred migration from rural areas - resulting in the overcrowding of cities;

7. Several million species of wildlife inhabit the earth. The overwhelming majority are invertebrates and plants. This biotic wealth supplies most of our food, and much of the material we use for fuel, shelter, clothing, medicine, and other essential goods. It also provides recreation and enriches culture. Civilizations

ultimately depend on the proper functioning of the ecosystems surrounding them. Human destruction of wildlife habitat causes most species loss;

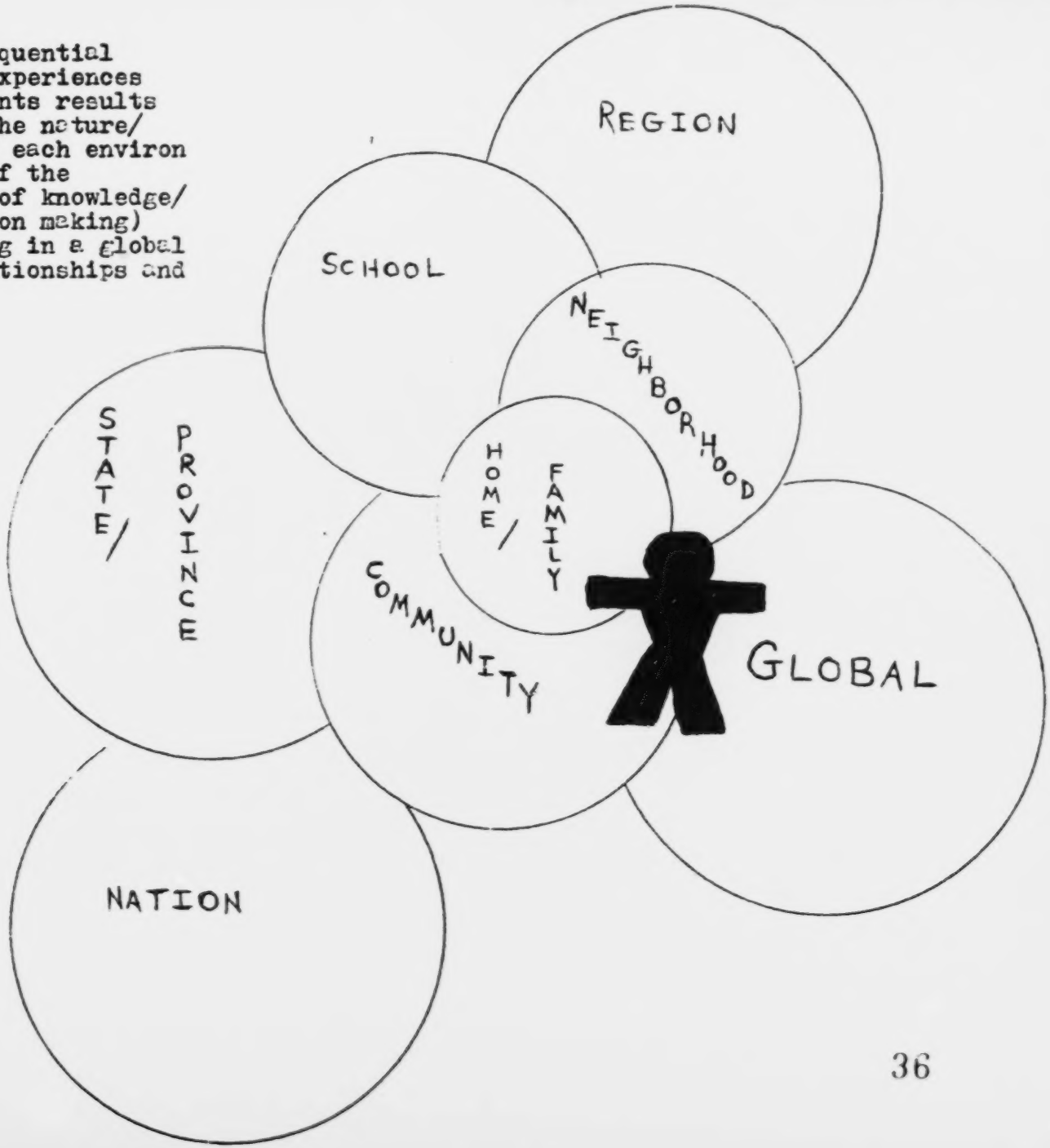
8. The coastal zone represents the transition from terrestrial to marine influences and vice versa. Although nearshore coastal waters are a very small part of the oceans, they are often sheltered areas of high localized productivity, based primarily on the concentration and cycling of nutrients from adjacent land masses. Many of the most biologically productive coastal communities are in tropical regions, where they are threatened by population and development pressures.

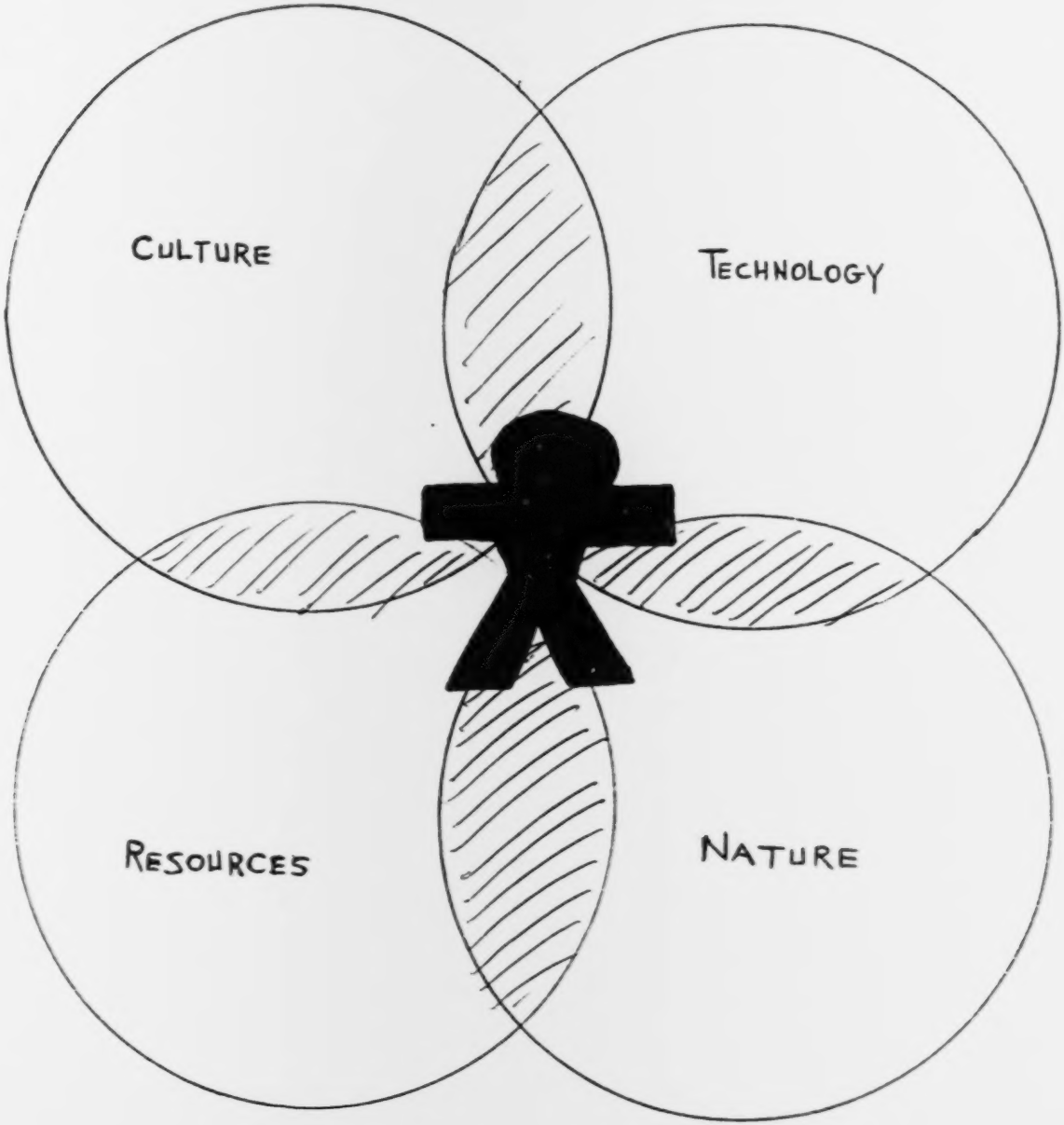
THE CONCENTRIC CIRCLE THEORY OF LIFESPACE ENVIRONMENT EXPERIENCING




As the individual matures emotionally, intellectually, physically, and socially, his/her lifespace changes and expands ... to continually encompass more-and-more of the previously non-perceived world into the perceived lifespace of daily existence. Through direct and vicarious experiences, students are provided opportunities to focus their attention on specific elements of the several WORLDS about them (Peters, 1984).

Continuous/integrated/sequential (direct and vicarious) experiences with lifespace environments results in CONCEPTUAL LINKAGE; the nature/character/function(s) of each environ are fused (as a result of the acquisition/application of knowledge/critical thinking/decision making) with others ... resulting in a global perspective of interrelationships and interdependence.





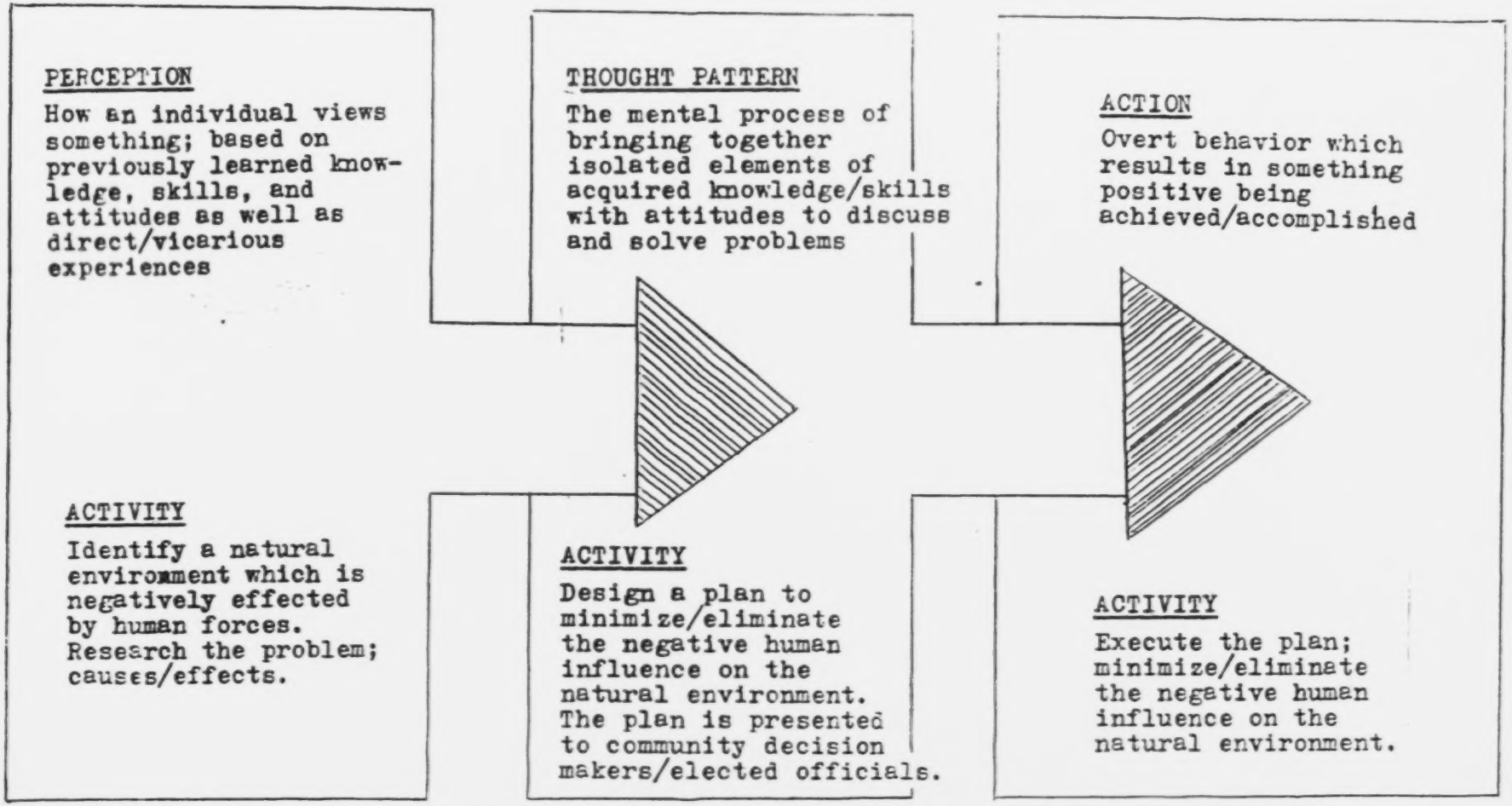

**Constant interaction(s) among lifespace factors/ humans results in greater interdependence.**

# Our Common Home

SAMPLE

## PROACTIVE ACTION MODEL (PAM)

An instructional strategy involving students in simulated activities which require the application of critical thinking/decision making skills.


PERCEPTION
How an individual views something; based on previously learned knowledge, skills, and attitudes as well as direct/vicarious experiences
ACTIVITY
Identify a natural environment which is negatively effected by human forces. Research the problem; causes/effects.
THOUGHT PATTERN
The mental process of bringing together isolated elements of acquired knowledge/skills with attitudes to discuss and solve problems
ACTIVITY
Design a plan to minimize/eliminate the negative human influence on the natural environment. The plan is presented to community decision makers/elected officials.
ACTION
Overt behavior which results in something positive being achieved/accomplished
ACTIVITY
Execute the plan; minimize/eliminate the negative human influence on the natural environment.

| CONCEPT | TOPIC | ESSENTIAL STUDENT OUTCOMES (ESOs) | PERFORMANCE INDICATORS (PIs) | CONTENT |
|---|---|---|---|---|
| LIFESPACE | DIVERSE GLOBAL ENVIRONMENTS | STUDENTS WILL demonstrate an understanding of the nature and character of diverse global natural habitats. | STUDENTS WILL:<br><br>define and describe, in essay or pictorial form or matching, what EMPTY AREAS are -<br><br>deserts<br>mountains<br>polar caps<br>seas<br>tropical forests.<br><br>An EMPTY AREA is any region on earth where climatic conditions/other environmental factors discourage large-scale human habitation and exploitation of resources. | A study of global<br><br>land forms<br>bodies of water<br>topography<br>geology<br>climate<br>vegetation<br>wildlife.<br><br>A study of global natural resources:<br><br>soil<br>timber<br>minerals<br>water<br>animals<br>fisheries. |

| ACTIVITIES | INSTRUCTIONAL MATERIALS | | ENRICHMENT | EVALUATION |
|---|---|---|---|---|
| | PRINT | NON-PRINT | | |
| Films/filmstrips/ slides/videotapes are used to introduce students to diverse global natural habitats.<br><br>Locate major EMPTY AREAS using atlases, globes, and maps.<br><br>Identify countries/ continents found in major EMPTY AREAS.<br><br>Research the characteristics of EMPTY AREAS.<br><br>Field trips to nearby places that resemble EMPTY AREAS. Students inventory the features and resources. | BARTHOLOMEW WORLD TRAVEL MAPS<br>Africa<br>China<br>Indian Subcontinent<br>Middle East<br>South America<br>North America<br>Europe<br><br>GOODE'S WORLD ATLAS<br><br>NATIONAL GEOGRAPHIC reprints | AN INTRODUCTION TO ECOLOGY: SIX BASIC SYSTEMS Eyegate (f/c)<br><br>NATIONAL GEOGRAPHIC EXPLORER SERIES<br><br>Nickelodion Cable Network<br><br>OUR ENVIRONMENT EMC Corporation (film) | Bulletin board displays of EMPTY AREAS; natural characteristics.<br><br>Interviews with individuals who have lived in/ visited EMPTY AREAS. | Reports<br><br>Group work<br><br>Independent study/projects<br><br>Quizzes/Tests<br><br>Written self-expression<br><br>Artistic self-expression<br><br>Social interactions |

| CONCEPT | TOPIC | ESSENTIAL STUDENT OUTCOMES (ESOs) | PERFORMANCE INDICATORS (PIs) | CONTENT |
|---|---|---|---|---|
| LIFESPACE | DIVERSE GLOBAL ENVIRONMENTS | STUDENTS WILL demonstrate an understanding of the nature and character of diverse global social habitats. | STUDENTS WILL:<br><br>characterize/describe, in essay or pictorial form, the daily lifestyles of humans in selected global regions.<br><br>characterize/describe, in essay or pictorial form, man's effects upon natural global environments.<br><br>characterize/describe, in essay or pictorial form, man's cultural and social environment development. | A study of selected cultures/societies existent in EMPTY AREAS of the global lifespace.<br><br>A study of man's inventions; from STONE AGE tools to STAR WARS technology, and their impact upon the natural lifespace as well as cultural development of the human species. |

| ACTIVITIES | INSTRUCTIONAL MATERIALS | | ENRICHMENT | EVALUATION |
|---|---|---|---|---|
| | PRINT | NON-PRINT | | |
| Films/filmstrips/ slides/videotapes are used to introduce students to diverse social habitats.<br><br>The effects of natural environments upon human:<br>shelter<br>diets<br>social institutions<br>social relationships<br>clothing<br>tools/weapons<br>religion/worship.<br><br>Historical,development of human communities; from village to town to city to suburbia.<br><br>Study of selected inventors/inventions and their impact upon natural/social habitats; past and present - with a look to the future. | BEHAVIOR AND ENVIRONMENT Plennum Press<br><br>THE FRAIL OCEAN Ballantine Books<br><br>OUR PLUNDERED PLANET Pyramid Publications<br><br>MAN AGAINST HIS ENVIRONMENT Ballantine Books<br><br>PLANTS, MAN AND THE ECOSYSTEM Wadsworth | CONCEPTS IN ECOLOGY Centron Educational Films<br><br>DISCOVERING LIFE AROUND US Encyclopaedia Britannica (f/c)<br><br>POPULATION ECOLOGY Encyclopaedia Britannica (film)<br><br>MAN AND HIS RESOURCES McGraw-Hill (film)<br><br>ECOLOGICAL IMBALANCE: SIX SYSTEMS DISTURBED Eyegate (f/c) | Reports re: diverse lifespace lifestyles; past and present.<br><br>Bulletin board displays re: diverse lifestyles.<br><br>Interviews with individuals from diverse social backgrounds re: lifestyles and relationships within natural/ social habitats.<br><br>Interviews with community planners re: land use, stewardship, pollution control.<br><br>Graphics/reports re: human demography. | Reports<br><br>Group work<br><br>Independent study/project<br><br>Quizzes/Tests<br><br>Written self-expression<br><br>Artistic self-expression<br><br>Social interactions |

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

In 1981, a collaborative was formed for the development/delivery/evaluation of instructional programs and knowledge/skills development models in global education; Kindergarten - Grade Twelve.

In conjunction with curriculum development, GLOBAL HORIZONS is also a clearinghouse for the dissemination of literature in the field. In addition to publishing a periodic newsletter, GlobeScope, several original works have been published in national/international periodicals and by the Educational Resources Information Center (ERIC).

A series of "how to do it" and informational workshops for teacher inservice training have been designed and presented on local/regional/national levels for staff development committees and organizational meetings such as the annual NorthEast Regional Social Studies Conference and the annual convention of the National Council for the Social Studies.

Future plans call for the development of a summer travel program to selected Third and Fourth World nations, the creation of a speakers bureau, and the development of audiovisual materials for instructional use in schools.

"An NGO Member of the Environmental Liaison Centre, Nairobi"

# HELP

Humans and Environment Learning Program

A K-12 instructional strategy designed to be infused into existing social studies curricula with an emphasis on:

CONTENT ENRICHMENT by adding global education lessons and units to on-going instructional programs;

INSTRUCTIONAL PROCESS MODIFICATION through the development/application/ refinement/reinforcement of critical thinking and decision making skills.

HELP emphasizes visual awareness and exposure to diverse global environments and habitats; natural and social in nature, at all grade levels.

HELP attempts to vicariously create the sights and sounds of diverse lifespace environments for students.

GlobeScope

VOLUME III Number 2

January 1986

GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

"Developing the Concept of Cooperative Living Habitats"

As defined in "Developing the Concept of Cooperative Living Habitats: Understanding India", The Social Studies Teacher ... January 1983, a cooperative living habitat is any given environmental setting in which humans and nature coexist and prosper.

To ignore the well-being of both natural and social environments means that humans will not only destroy the natural surroundings but, in the process, themselves as well.

Worldwide, it is critical that humans develop action programs which result in global efforts to create cooperative living habitats.

According to the GLOBAL 2000 REPORT TO THE PRESIDENT (1980), if present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

If present human practices and trends continue regarding the use and misuse of Planet Earth, serious stresses on our global ecosystem most definitely will occur.

Environmental problems do not stop at national boundries. Technological advances, increased trade, tourism, cultural

exchange, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships.

Traditional views of the world as being made up of separate nations is being replaced with a focus on the role of the individual in a world system. This emerging global perspective has been defined as a self-conscious awareness of one's involvement in the world society and as a set of attitudinal/social skills which enable the individual to take effective and responsible action.

There is no escaping the fact that the world is currently undergoing an environmental crisis on two interrelated planes: human environmental and natural environmental phenomena. Because this crisis is global in nature and scope, there is an urgent need for international cooperation in order to solve problems which effect humans and all of nature.

Through systematic study of global environmental problems, students can develop an awareness of human/nature relationships. What is right? What is wrong? What can be done to solve problems?

GlobeScope reserves the right to edit manuscripts submitted for publication.

GlobeScope (VOLUME III Number 3) will be published in March 1986

## SELECTED ORGANIZATIONS

CENTER FOR INTERNATIONAL COOPERATION
National College of Education
2840 Sheridan Road
Evanston, IL 60201

CENTER FOR PUBLIC EDUCATION IN INTERNATIONAL AFFAIRS
University of Southern California
VKC 330
University Park
Los Angeles, CA 90089-0043

CENTER FOR WORLD STUDIES
Eisenhower College of Rochester Institute of Technology
Seneca Falls, NY 13148

ECOLOGY ACTION EDUCATION INSTITUTE
Box 3895
Modesto, CA 95352

FRIENDS OF THE EARTH
30 East 42nd Street
New York, NY 10017

GLOBAL EDUCATION OUTREACH LTD.
2000 M Street, NW
Suite 590
Washington, DC 20036

GLOBAL FUTURES NETWORK
260 Fifth Avenue
# 1206
New York, NY 10001

GLOBAL INTERDEPENDENCE PLANNING INSTITUTE
5918 Tujunga Avenue
North Hollywood, CA 91601

GLOBAL PERSPECTIVES IN EDUCATION, INC.
218 East 18th Street
New York, NY 10003

GLOBAL STUDIES INSTITUTE
Lincoln-Filene Center
Tufts University
Medford, MA 02155

INSTITUTE FOR ENVIRONMENTAL EDUCATION
2785 Som Center Road
Chagrin Falls, OH 44022

INSTITUTE OF INTERNATIONAL EDUCATION
809 United Nations Plaza
New York, NY 10017

INSTITUTE OF SOCIAL STUDIES
215 Badhuisweg
The Hague, Netherlands

INTERNATIONAL STUDIES ASSOCIATION
1223 Oldfather
University of Nebraska - Lincoln
Lincoln, NE 68588

LISLE CENTER FOR INTERCULTURAL STUDIES
Rockland Community College
Suffern, NY 10901

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
3501 Newark Street, NW
Washington, DC 20016

PLANNED PARENTHOOD AND WORLD POPULATION
810 Seventh Avenue
New York, NY 10019

RESOURCES FOR THE FUTURE, INC.
1755 Massachusetts Avenue, NW
Washington, DC 20036

THE POPULATION REFERENCE BUREAU, INC.
1337 Connecticut Avenue, NW
Washington, DC 20036

THE RENE DUBOS CENTER FOR HUMAN DEVELOPMENT
200 49th Street
Bronx, NY 10471

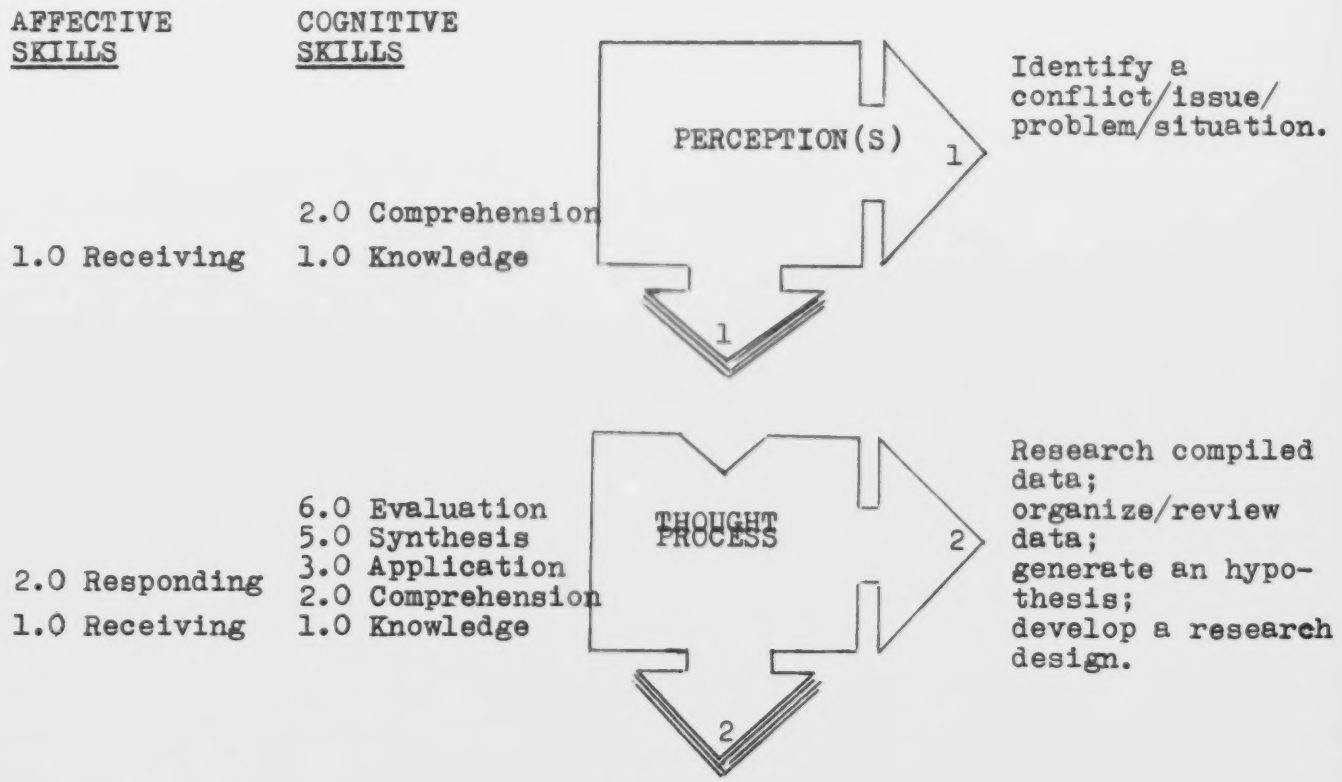
WORLD FUTURE SOCIETY
4916 St. Elmo Avenue
Washington, DC 20014

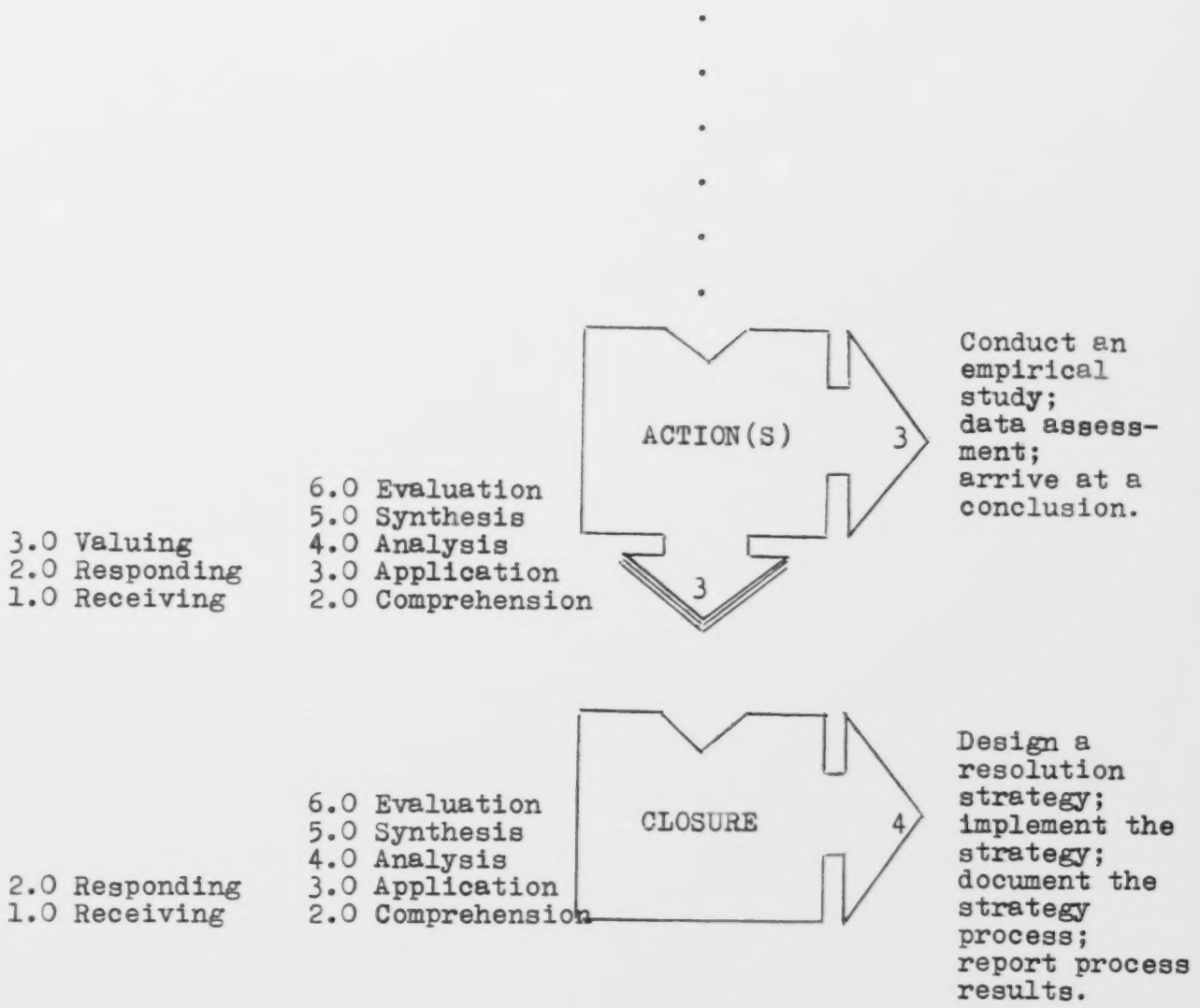
WORLDWATCH INSTITUTE
1776 Massachusetts Avenue, NW
Washington, DC 20036

## THE PAM PROCESS

The PROACTIVE ACTION MODEL (PAM) can be used by students to investigate, and better understand, contemporary environmental issues/problems.

The PAM process actively involves students; who role play researching social scientists (and environmentalists), in the identification, investigation, and possible solution of environmental conflicts/issues/problems/situations. An emphasis is placed on the acquisition/application/reinforcement/refinement of concepts, knowledge, and skills.






When component parts are synthesized, the PAM process is an integrated and systematic activity - applicable to real and hypothetical learning situations.